

Penn Cambria Curriculum

Course Name	Honors English 10: Reading & Literature
Length of Course	1 credit (1 period per day for one semester in block schedule – 1.05 GPA weight)
Grade Level	10
Prerequisites	95% in Academic English or 93% in Honors English, department recommendation and successful completion of summer reading requirements
Course Description	<p>Honors English 10 is designed for the student with well-developed reading, writing, listening, and speaking skills. An Honors English 10 student will be expected to complete a variety of individual reading and writing assignments and should have the ability to make informed, independent observations about and analyses of reading selections. The focus of instruction and on choice of reading materials will be centered on developing critical, analytical, and synthesis skills.</p> <p>The focus of this course will be using fiction and nonfiction selections to demonstrate proficient skills with regards to literature and reading. The course will also contain novel study, a research component, and independent reading.</p> <p>** This course will serve as preparation for the Keystone Literature Assessment.</p>
Units of Study	<p>Reading : A Study of Fiction and Nonfiction</p> <p>Research</p> <p>Novel Study</p> <p>Independent Reading</p>
Materials	<p>Text: <i>The Language of Literature</i>. McDougall Littell</p> <p>Supplemental Materials: MLA style guides and research resources- novels from approved novel list</p>

* Keystone Examination Course*

At Penn Cambria High School, all core subject courses are aligned to the Pennsylvania Academic Standards and focus on ensuring students have a solid understanding of core concepts. In addition, all courses encourage critical thinking and an in-depth analysis of subject matter in addition to building a strong foundation.

The primary goal of the **honors level** curriculum alternative for these core courses is to provide students with a more in-depth study of the concepts by deepening the academic study and providing more academic reading. Students in the honors level of a core course will be expected to engage in analysis, evaluation and synthesis level activities with more frequency and for a longer duration than that found in the non-honors level course.

The unit entitled “Reading: A Study of Fiction and Nonfiction” should be taught **first** to allow for emphasis and review of key reading skills and prepare for assessments. The research paper and novel study units may be taught in any order to best meet the needs of students.

Unit #1: Reading: A Study of Fiction and Nonfiction

**** Note:** It is required that an *equal emphasis be placed on both fiction and nonfiction* during this unit. This emphasis will be demonstrated in materials used, time spent on teaching of fiction vs. nonfiction, assessments and classroom activities.

Estimated Time: 8-11 weeks

Standard Alignment:

- 1.1.11B – Analyze the structure of informational materials explaining how authors used these to achieve their purposes.
- 1.1.11C – Use knowledge of root words and words from literacy works to recognize and understand the meaning of new words during reading. Use these words accurately in speaking and writing.
- 1.1.11D – Identify, describe, evaluate and synthesize the essential ideas in text. Assess those reading strategies that were most effective in learning from a variety of texts.
- 1.1.11E – Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.
- 1.1.11F – Understand the meaning of and apply key vocabulary across the various subject areas.
- 1.1.11G – Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.
- 1.1.11H – Demonstrate fluency and comprehension in reading.
- 1.2.11A – Read and understand essential content of informational texts and documents in all academic areas.
- 1.3.11A – Read and understand works of literature.
- 1.3.11B – Analyze the relationships, uses and effectiveness of literary elements used by one or more authors in similar genres including characterization, setting, plot, theme, point of view, tone and style.
- 1.3.11C – Analyze the effectiveness, in terms of literacy quality, of the author's use of literary devices.
- 1.3.11D – Analyze and evaluate in poetry the appropriateness of diction and figurative language (e.g., irony, understatement, overstatement, paradox).
- 1.3.11E – Analyze how a scriptwriter's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.
- 1.3.11F – Read and respond to nonfiction and fiction including poetry and drama.

Curricular Objectives:

Fiction and Nonfiction Objectives:

Each objective below must be taught and assessed using both fiction and non-fiction selections. Direct instruction, modeling and guided practice must be provided for each objective.

- a. Identify and analyze the **author's purpose** and support answer with examples from the text.
- b. Use appropriate strategies to determine and clarify meaning of **vocabulary** in literature.
 - Synonyms and antonyms
 - Affixes
 - Multiple meaning words
 - Context clues
 - Connotations
- c. Identify and explain the **stated or implied main ideas** and **relevant supporting details** from works of fiction and non-fiction.
- d. **Summarize** the key details and events of text, in part or as a whole.
- e. Make **inferences**, draw **conclusions**, and make **generalizations** based on analysis of a text and support answers with evidence from the text.
- f. Use appropriate strategies to compare, analyze, and evaluate **literary forms**.
- g. Compare the characteristics that **distinguish fiction from literary nonfiction**.
- h. Analyze **connections between texts**.
- i. Use appropriate strategies to compare, analyze, and evaluate **literary elements**.

Fiction Specific Objectives:

The following objectives are specific to the study of fiction. Direct instruction, modeling and guided practice must be provided for each objective.

- a. Compare and evaluate characteristics that **distinguish narrative, poetry, and drama.**
- b. Interpret and analyze works from a variety of genres for **literary, historical, and cultural significance.**
- c. Use appropriate strategies to identify and analyze **literary devices and patterns in literary fiction.**
 - metaphor
 - personification
 - simile
 - hyperbole
 - satire
 - foreshadowing
 - flashback
 - imagery
 - allegory
 - symbolism,
 - dialect
 - allusion
 - irony
- d. Use appropriate strategies to identify and analyze literary devices and patterns in **drama.**
 - monologue
 - dialogue
 - stage directions
 - soliloquy
 - dialect
- e. Analyze the structure of **poem** and sound devices.

Nonfiction Specific Objectives:

The following objectives are specific to the study of nonfiction. Direct instruction, modeling and guided practice must be provided for each objective.

- a. Analyze how the author's use of techniques and elements of nonfiction to effectively communicate an idea or concept.
- b. Explain how an **author's use of key words or phrases** in the text informs and influences the reader.
- c. Analyze the **interrelationship of ideas and events in text** to determine how one idea or event may interact and influence another.
- d. Analyze and evaluate the **structure of complex informational texts.**
- e. Analyze the **sequence of steps** in a list of directions.
- f. Analyze the effect of **text organization**, including heading, graphics, and charts.
- g. Make **connections** between a **text** and the content of **graphics and charts.**
- h. Analyze how **graphics and charts** clarify, simplify and organize complex informational texts.
- i. Differentiate between **fact and opinion** and analyze the use of facts and opinions in a text.
- j. Distinguish between **essential and nonessential information** in a text.
- k. Identify and analyze the effectiveness of the use of **bias and propaganda techniques** in nonfictional text.
- l. Analyze the **author's defense of a claim** to make a point or construct an argument in nonfictional text.

Assessments/ Measurement of Objectives:

- Objective quizzes and tests specifically based on objectives
- Constructed/open-ended responses requiring text support based on objectives above (a *minimum* of 5 fiction and 5 non-fiction open ended responses required)
- Classroom activities

Suggested Methods of Instruction/Learning Activities:

- Direct instruction, modeling and guided practice provided for each objective above
- SSR followed by student responses (oral/written) to objectives above
- Class discussions
- Group activities and/or projects based on curricular objectives
- PA Assessment SAS Online Resources
- Fiction and nonfiction selections from adopted text and supplementary materials
- Study Island resources
- Use of POWER Library and other online databases to find a variety of nonfiction passages
- Nonfiction selections from cross-curricular areas such as art, music, health, science, technology, business, current events, history, government, etc.

- Suggested fiction selections from adopted text and supplementary materials

Fiction Suggestions

“The Balek Scales”
“By the Waters of Babylon”
“Harrison Bergeron”
“A Sound of Thunder”
“Sweet Potato Pie”
“Marriage Is a Private Affair”
“No Quick Witchcraft for Sale”
“White Heron”
“Searching for Summer”
“The Thrill of the Grass”
“Witness for the Prosecution”
“The Son from America”
“The Teacher Who Changed My Life”

Poetry

“Birches”
“There Will Come Soft Rains”

Drama

Antigone
Julius Caesar
Three Sisters
A Doll’s House

** Suggestions from PA Common Core Standards Documents

- Suggested non-fiction selections

“Once More to the Lake”
“Montgomery Boycott”
“A Eulogy to Martin Luther King”
“The Grapes of Wrath: Photo Essay”
“Letter to Edith Mirrielees”

** Plus suggestions from PA Common Core Standards Documents

Unit: Research Paper (That Was Then This Is Now)

Estimated Time: 2-3 weeks

Standard Alignment:

- 1.1.11A – Locate various texts, media and traditional resources for assigned and independent projects before reading.
- 1.2.11B – Use and understand a variety of media and evaluate the quality of material produced.
- 1.4.11B – Write complex information pieces (e.g., research papers, analyses, evaluations, essays).
- 1.5.11A – Write with a sharp, distinct focus.
- 1.5.11B – Write using well-developed content appropriate for the topic.
- 1.5.11C – Write with controlled and/or subtle organization.
- 1.5.11D – Write with a command of the stylistic aspects of composition.
- 1.5.11E – Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.
- 1.5.11F – Edit writing using the conventions of language.
- 1.6.11C – Speak using skills appropriate to formal speech situations.
- 1.8.11A – Select and refine a topic for research.
- 1.8.11B – Locate information using appropriate sources and strategies.
- 1.8.11C – Organize, summarize and present the main ideas from research.

Curricular Objectives:

Students will:

- A. Select a “then and now” topic and draw conclusions based on their research
- B. Locate and cite relevant sources of chosen topic
- C. Generate a **MLA formatted works cited page**
- D. Summarize the results of research by taking appropriate and relevant notes as they research
- E. Design a **presentation** of chosen topic and research
- F. Write a **research paper** using MLA formatting and in-text citations
 - a. Write a clear and logical **thesis statement** for an informative essay.
 - b. Demonstrate the use of various **sentence structures** within an essay
 - c. Write an **introduction** using an attention-getting device
 - d. Write a **conclusion** that provides a strong statement and summarize main points (TRAM).
 - e. Demonstrate the effective use of **transitions** within an essay.
 - f. Demonstrate the ability to **organize** an essay in a clear and logical manner.
 - g. Construct the **body** of an informational essay through the use of relevant content, information and details.
 - h. Use correct **conventions**.
 - i. Demonstrate the ability to **revise writing** to eliminate wordiness, redundancy, irrelevant details and to promote clarity.

Assessments/ Measurement of Objectives:

- Bibliography (Works Cited) - required
- Formal presentation - required
- Research paper - required
- Task analysis activities (ex: introduction writing, revision work, using sentence structures, organizing a research paper, summarizing/ note-taking from sources)

Suggested Methods of Instruction / Learning Activities:

- Library research lessons
- Review of MLA formatting for bibliography
- Note-taking/ summarizing lesson (including plagiarism avoidance)
- Peer-editing and revising activities

Unit: Novel Study

Estimated Time: 4-7 weeks

Standard Alignment:

- 1.1.11C - Use knowledge of root words and words from literary works to recognize and understand the meaning of new words during reading.
- 1.1.11E - Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words.
- 1.1.11G - Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.
- 1.1.11H - Demonstrate fluency and comprehension in reading
- 1.3.11A - Read and understand works of literature
- 1.3.11B - Analyze the relationships, uses and effectiveness of literary elements used by one or more authors in similar genres including characterization, setting, plot, theme, point of view, tone and style
- 1.3.11C - Analyze the effectiveness, in terms of literary quality, of the author's use of literary devices.
- 1.3.11F - Read and respond to nonfiction and fiction including poetry and drama.

Curricular Objectives:

Students will:

- a. Analyze components of literature such as character, setting, plot, symbolism, theme, tone, mood and style.
- b. Analyze the effectiveness of the author's use of various literacy devices.
- c. Identify and correctly use new vocabulary acquired through the study of the novel.

Assessments/ Measurement of Objectives:

- Novel based classroom exercises / activities
- Homework projects or activities based on novel study
- Objective quizzes and tests
- Open-ended student responses to literature
- Essay responses based on novel prompts

Possible Suggested Methods of Instruction / Learning Activities:

- Pre-reading activity (1-3 days maximum)
- Novels from PCSD Grade 10 Novel List
- Character maps

Unit: Independent Reading

Estimated Time: Independent Reading – Outside of class

Standard Alignment:

1.1.11A - Locate various texts, media and traditional resources for assigned and independent projects before reading.

1.1.11G - Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.

1.1.11H - Demonstrate fluency and comprehension in reading

1.3.11A - Read and understand works of literature

Curricular Objectives:

Students will:

- a. Demonstrate understanding of various fiction and/or non-fiction texts through independent, self-selected reading using Accelerated Reader.

Assessments/ Measurement of Objectives:

- Accelerated Reading Quizzes

Possible Suggested Methods of Instruction / Learning Activities:

- Book talks by teacher and library media specialist